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LEVEL III LEADERSHIP MONOGRAPH SERIES

MONOGRAPH #6

Leadership for the 1970's.

FIELD GRADE
OFFICER LEADERSHIP.

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AUGUST 1974

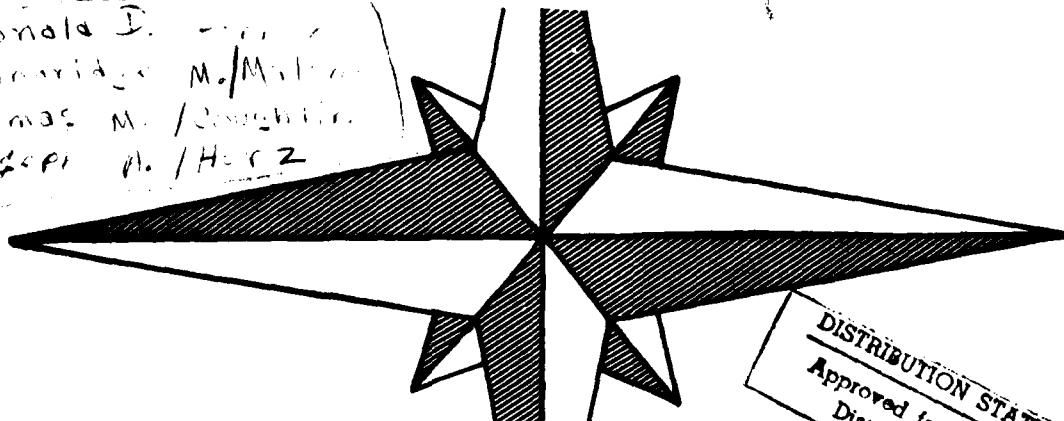
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LEADERSHIP FOR THE 1970's

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US ARMY WAR COLLEGE
STUDIES OF LEADERSHIP
FOR THE PROFESSIONAL SOLDIER

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US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

PREFACE

In 1971, a study on "Leadership for the 1970's" was conducted by the US Army War College at the direction of the Chief of Staff. Shortly thereafter, teams from the CONARC Leadership Board visited Army posts, camps, and stations throughout the world, discussing professionalism and leadership, and gathering data which represents the views of leaders at all grade levels on the subject of leadership.

The information collected by the CONARC leadership teams constitutes the largest data base on Army leadership ever assembled. The US Army War College, with assistance from the Office of the Deputy Chief of Staff for Personnel, has undertaken the task of analyzing this massive data base.

The results of these analyses, and related material, will be published as a continuing series of monographs over the next several years. It is our hope that these monographs will be of practical value to those charged with the responsibility for policies and programs of leadership development.

It should be noted that the views expressed in the monographs are those of the authors and not necessarily those of the Department of Defense, the Department of the Army, or the US Army War College.

DEWITT C. SMITH, JR.
Major General, USA
Commandant

"Not To Promote War, But To Preserve Peace"

US ARMY WAR COLLEGE
LEADERSHIP MONOGRAPH SERIES

Monograph # 6
FIELD GRADE OFFICER LEADERSHIP

by

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August 1974

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MONOGRAPH # 6: FIELD GRADE OFFICER LEADERSHIP

The leadership of Field Grade Officers (Major through Colonel), which is the focus of this monograph, is not as direct as the leadership of Company Grade Officers, Senior NCOs or Junior NCOs which have been discussed in three previous monographs. The Field Grade Officer lives in the world of command. He is the rider who guides his horse with often gentle commands but who also possesses, and sometimes uses, his spurs and riding crop. Even though Field Grade leadership is less direct than that of lower grades, its importance is not diminished. In fact, his leadership may be of even greater importance. Perhaps more than any other grade level, he "sets the example" for subordinate leaders.

The leadership of the Brigade or Battalion Commander and his principal staff officers sets the climate or tone for the entire unit. It is difficult to underestimate the profound effect that an exceptionally good or exceptionally poor commander can have on a unit's performance and morale. The one commander can achieve, through his unit, performance far beyond the call of duty. Another, with the same unit, can achieve nothing.

In this monograph we will examine the views of Field Grade Officer leadership as expressed by Field Grade Officers and by their superiors and subordinates.

→ The information in this monograph can be used to answer the following questions:

~~1.~~ ^{1.} What are the most important leadership behaviors for the Field Grade Officer from the point of view of their superiors, their subordinates, and Field Grade Officers themselves?

~~2.~~ ^{2.} What do Field Grade Officers perceive as the most important leadership behaviors on the part of their superiors and subordinates?

~~3.~~ ^{3.} Which leadership behaviors do Field Grade Officers perform most frequently, according to their superiors, their subordinates, and the Field Grade Officers themselves?

~~4.~~ ^{4.} Which leadership behaviors do Field Grade Officers believe their superiors and their subordinates perform most frequently?

~~5.~~ ^{5.} Which leadership behaviors should be performed most frequently by Field Grade Officers according to themselves, their superiors, and their subordinates?

~~6.~~ ^{6.} Which leadership behaviors do Field Grade Officers believe should be performed most frequently by their superiors and their subordinates?

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~~7.~~ For which behaviors do superiors, subordinates, and Field Grade Officers themselves see the greatest shortfalls in Field Grade Officer leadership?

~~8.~~ For which leadership behaviors do Field Grade Officers see the greatest shortfalls in their superiors and in their subordinates?

METHODOLOGY

Summaries of several aspects of Field Grade Officer leadership are presented on the following pages.

Figure 1 focuses on the leadership behaviors seen as most important by Field Grade Officers themselves, by superiors of Field Grade Officers and by subordinates of Field Grade Officers. In Figure 1, as in each of the figures to follow, there are three lists which reflect the views of Field Grade Officers. These are (1) the Field Grade Officer's view of his own leadership in the center; (2) the Field Grade Officer's view of the leadership of his superior in the upper right; and (3) the Field Grade Officer's view of the leadership of his immediate subordinates in the lower right. The other two lists are (4) the views of immediate superiors of Field Grade Officers in the upper left; and (5) the views of immediate subordinates of Field Grade Officers in the lower left, both describing the leadership of Field Grade Officers.

Figure 2 deals with the leadership behaviors which are done or displayed most frequently. As in Figure 1, five lists are presented. This figure is basically a description of perceived leadership behavior. On the left side of Figure 2 are descriptions of Field Grade Officer leadership as perceived by superiors of Field Grade Officers and by subordinates of Field Grade Officers. In the center of the figure is the Field Grade Officer's description of himself and at the right his description of his superior and his subordinate.

Figure 3 concerns the leadership behaviors which individuals feel should be done most frequently. The five lists in Figure 3 are basically expectations or lists of desired behavior. On the left of the figure are listed the behaviors which superiors and subordinates expect or desire most frequently from Field Grade Officers. In the center are the Field Grade Officer's expectations of himself and on the right the behaviors which he expects from his superior and the behaviors which he expects from his subordinates.

Figure 4 focuses on potential problem areas or shortfalls. Shortfall has been defined here as the difference between how frequently a behavior is done and how frequently it should be done, weighted by the importance

of the behavior. As a mathematical formula shortfall can be represented as below:

$$\text{shortfall} = \left(\begin{array}{c} \text{Expected or} \\ \text{desired frequency} \end{array} - \begin{array}{c} \text{Actual or per-} \\ \text{ceived frequency} \end{array} \right) \times \text{Importance}$$

The concept of shortfall combines all three of the aspects of leadership presented in Figures 1, 2, and 3. The basic idea of this concept is that if an individual feels that, for example, his superior should always be easy to understand but, in fact, perceives him as seldom easy to understand, a problem exists. If the individual feels that being easy to understand is not an important behavior, then this problem is probably not very serious. However, if the individual feels that being easy to understand is very important (as did most of the individuals in the study) then the problem is very serious and demands corrective action.

The largest shortfalls in Field Grade Officer leadership behavior as seen by superiors and subordinates are listed on the left of Figure 4. The largest shortfalls in their own leadership behavior as seen by Field Grade Officers themselves are in the center and the largest shortfalls which Field Grade Officers see in their superiors and in their subordinates are listed on the right.

LEADERSHIP BEHAVIORS THAT ARE SEEN TO BE MOST IMPORTANT

Superiors' View of Field Grade Officers

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4. HE SETS HIGH STANDARDS OF PERFORMANCE.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
7. HE DISTORTS REPORTS TO MAKE HIS UNIT LOOK BETTER.
8. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
9. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.

Field Grade Officers' View of Superiors

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
3. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
6. HE SETS HIGH STANDARDS OF PERFORMANCE.
- 7.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
- 7.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
- 9.5. HE IS APPROACHABLE.
- 9.5. HE BACKS UP SUBORDINATES IN THEIR ACTIONS.

Field Grade Officers' View of Themselves

1. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
- 2.5. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
- 2.5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
4. I AM WILLING TO SUPPORT MY SUBORDINATES.
5. I KNOW MY MEN AND THEIR CAPABILITIES.
6. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
7. I SET HIGH STANDARDS OF PERFORMANCE.
- 8.5. I AM EASY TO UNDERSTAND.
- 8.5. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
10. I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.

Subordinates' View of Field Grade Officers

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
6. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE IS APPROACHABLE.
9. HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
10. HE IS EASY TO UNDERSTAND.

Field Grade Officers' View of Subordinates

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE SETS HIGH STANDARDS OF PERFORMANCE.
3. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
4. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE DISTORTS REPORTS TO MAKE HIS UNIT LOOK BETTER.
- 8.5. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
- 8.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.

Figure 1

LEADERSHIP BEHAVIORS THAT ARE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Field Grade Officers

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
8. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE TAKES APPROPRIATE ACTION ON HIS OWN.

Field Grade Officers' View of Superiors

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
3. HE IS APPROACHABLE.
- 4.5. HE SETS HIGH STANDARDS OF PERFORMANCE.
- 4.5. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
6. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
7. HE TAKES APPROPRIATE ACTION ON HIS OWN.
8. HE IS EASY TO UNDERSTAND.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.

Field Grade Officers' View of Themselves

1. I AM APPROACHABLE.
2. I AM WILLING TO SUPPORT MY SUBORDINATES.
3. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
4. I TAKE APPROPRIATE ACTION ON MY OWN.
- 5.5. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
- 5.5. I SET HIGH STANDARDS OF PERFORMANCE.
- 7.5. I APPROACH EACH TASK IN A POSITIVE MANNER.
- 7.5. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
9. I EXPRESS APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
10. I KNOW MY MEN AND THEIR CAPABILITIES.

Subordinates' View of Field Grade Officers

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE SETS HIGH STANDARDS OF PERFORMANCE.
5. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
6. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
7. HE TAKES APPROPRIATE ACTION ON HIS OWN.
8. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
9. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE IS EASY TO UNDERSTAND.

Field Grade Officers' View of Subordinates

1. HE IS APPROACHABLE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
8. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
9. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
10. HE IS EASY TO UNDERSTAND.

Figure 2

LEADERSHIP BEHAVIORS THAT SHOULD BE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Field Grade Officers

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
- 5.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
- 5.5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
7. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
- 8.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
- 8.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE IS EASY TO UNDERSTAND.

Field Grade Officers' View of Superiors

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
- 5.5. HE IS EASY TO UNDERSTAND.
- 5.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE IS APPROACHABLE.
8. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

Field Grade Officers' View of Themselves

- 1.5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
- 1.5. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
3. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
4. I SET HIGH STANDARDS OF PERFORMANCE.
6. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
6. I AM EASY TO UNDERSTAND.
6. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
8. I KNOW MY MEN AND THEIR CAPABILITIES.
9. I AM APPROACHABLE.
10. I APPROACH EACH TASK IN A POSITIVE MANNER.

Subordinates' View of Field Grade Officers

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
- 2.5. HE SETS HIGH STANDARDS OF PERFORMANCE.
- 2.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
- 4.5. HE IS EASY TO UNDERSTAND.
- 4.5. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
8. HE IS APPROACHABLE.
- 9.5. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
- 9.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.

Field Grade Officers' View of Subordinates

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
4. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
7. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE IS EASY TO UNDERSTAND.

Figure 3

LEADERSHIP BEHAVIORS HAVING THE HIGHEST SHORTFALL

Superiors' View of Field Grade Officers

1. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
2. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
3. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
4. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE IS EASY TO UNDERSTAND.
- *9. HE TREATS PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

Field Grade Officers' View of Superiors

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
3. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
4. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
7. HE IS EASY TO UNDERSTAND.
- *8. HE TREATS PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
9. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
- *10. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.

Field Grade Officers' View of Themselves

- *1. I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
2. I AM EASY TO UNDERSTAND.
- *3. I AM SELFISH.
4. I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
6. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
7. I KNOW MY MEN AND THEIR CAPABILITIES.
- *8. I TREAT PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
9. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
- *10. I MAKE IT DIFFICULT FOR MY SUBORDINATES TO USE INITIATIVE.

Subordinates' View of Field Grade Officers

- *1. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
2. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
4. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
7. HE IS EASY TO UNDERSTAND.
8. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
- *10. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.

Field Grade Officers' View of Subordinates

1. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
2. HE LETS SUBORDINATES SHARE IN DECISION MAKING.
3. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
4. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
5. HE SETS HIGH STANDARDS OF PERFORMANCE.
- *6. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
8. HE TRAINED AND DEVELOPED HIS SUBORDINATES.
9. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.

*Negative shortfall; i.e., a behavior perceived to be performed more than it should be.

Figure 4

DISCUSSION

The preceding four figures are direct answers to the eight questions listed in the introduction. These answers are based on averages of large groups of individuals in many different jobs throughout the Army. Therefore, they probably do not fit exactly any one single Field Grade Officer. However, they should be an adequate guide and starting point for a Field Grade Officer in examining his own leadership. The lists of shortfalls should be particularly of interest to such an individual.

The Most Important Field Grade Officer Leadership Behaviors.

Field Grade Officers, their superiors and their subordinates are quite well agreed as to the most important leadership behaviors for a Field Grade Officer. Five items are common to all three lists of "10 most important behaviors": (1) "he is aware of the state of his unit's morale and does all he can to make it high," (2) "he is technically competent to perform his duties," (3) "he communicates effectively with his subordinates," (4) "he knows his men and their capabilities," and (5) "he sets high standards of performance."

Field Grade Officers and their superiors agree on two items which do not appear on the subordinates' list: (1) "he sets the example for his men on and off duty," and (2) "he establishes and maintains a high level of discipline."

Two more items are unique to the list by Field Grade Officers and the list by subordinates: (1) "he is willing to support his subordinates," and (2) "he is easy to understand."

Superiors and subordinates both state that "he keeps me informed of the true situation, good or bad, under all circumstances" is among the 10 most important leadership behaviors for a Field Grade Officer.

One item is unique to the Field Grade Officers' own list, two are unique to the superiors' list and two unique to the subordinates' list.

The Field Grade Officers' list includes "I let the members of my unit know what is expected of them." The superiors' list includes "he distorts reports to make his unit look better" and "he approaches each task in a positive manner." The subordinates list includes "he is approachable" and "he backs up subordinates in their actions."

These five behaviors, each of which appear on only one list, are quite illuminating for the three roles represented and the concerns of the three types of individuals. Field Grade incumbents focus on making their desires and expectations known to their subordinates. Superiors are concerned that Field Grade Officers have a positive attitude toward their job and also are

concerned with the ethical question of distortion of reports. Subordinates are, quite understandably, concerned with characteristics of their boss-- is he approachable and will he back them up.

Field Grade Officer Leadership Shortfalls.

If Figures 1 and 4 are compared, one can note that on those behaviors seen as most important, Field Grade Officers themselves see major shortfalls on six behaviors; superiors see major shortfalls on four of the behaviors which they list as among the ten most important; and subordinates see four major shortfalls among their list of ten most important behaviors.

The greatest shortfall in Field Grade Officer leadership, from all three points of view, is for the behavior "he establishes and maintains a high level of discipline." It is interesting to note that this is a "negative" shortfall in that superiors, subordinates, and Field Grade Officers themselves report that it is done more frequently than it should be done.

As was pointed out in Monograph # 2, Satisfaction With Overall Performance, the frequency with which a leader "establishes and maintains a high level of discipline" is negatively related to perceived overall performance. In other words, if a leader is seen by himself, his superior, or his subordinates as "establishing and maintaining a high level of discipline" quite often or without exception, his overall performance will be seen as relatively low. This finding is somewhat contradictory with "common sense" and the general assumption that a high level of discipline is desirable in a military unit. However, the data are very consistent across all levels of Army leadership and the relationships for all groups between the discipline item and perceived overall performance is quite high. The probability of all 12 correlations (Superiors, Self, and Subordinates for each of the four leadership modules--Junior NCO, Company Grade Officer and Field Grade Officer) between the discipline item and perceived overall performance being negative without a real relationship being present is less than .000001 or one chance out of a million. The only possible disconfirming explanation is that the over 30,000 individuals in the sample consistently misinterpreted the item as referring to a high disciplinary rate. This seems highly unlikely given the wording of the item and the extensive pre-testing of the questionnaire.

This would indicate that the most reasonable interpretation of the data concerning this behavior is that "establishing and maintaining a high level of discipline" is an important behavior for Field Grade Officers, but that Field Grade Officers (as well as Company Grade Officers, Senior NCOs and Junior NCOs) tend to "over-do" this behavior and that this overemphasis impacts negatively on overall performance.

Even with this strong and consistent negative relationship, the authors are reluctant to suggest that leaders throughout the Army reduce

their efforts to "establish and maintain a high level of discipline." However, it is recommended that this area of leadership behavior be investigated further and that leaders look carefully at their own behavior for indications of "overdoing a good thing."

A final observation in the area of establishing and maintaining a high level of discipline is that Field Grade Officers do not see this as a major area of shortfall for either their superiors or their subordinates.

Other areas or behaviors in which major shortfalls are perceived for Field Grade Officers may be observed directly from Figure 4.

READER RESPONSE

US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

In this monograph we have made an attempt to compile, condense, and communicate information which can be of utilitarian value to those charged with the continuing development of Army leadership. We have tried, in this monograph, to provide a link-up between the theory-laden, highly technical research world of the scientist and the practical, front line, real world of the leadership practitioner. We could have leaned too far in either direction. If you will give us a sensing from your position, we will adjust -- and hopefully bring subsequent monographs more on target.

Please complete the following items:

1. Organizational or individual address:

2. How readable is the monograph? (circle one)

/	/	/	/	/
Very	Easy	Standard	Difficult	Very
Easy				Difficult

3. How interesting is the monograph? (circle one)

/	/	/	/	/
Dull	Mildly	Interesting	Very	Dramatic
	Interesting		Interesting	

4. How useful do you feel this monograph can be to you? (circle one)

/	/	/	/	/
No	Information	Of Some	Generally	Directly
Value	Only	Practical	Useful to	Applicable
		Value	Assigned Tasks	to Assigned
			and Missions	Tasks and Missions

5. Considering the nature of the 30,000-man leadership data base, are there any particular questions you would like to see explored in future research and monographs?

6. Free Response:

Thank you.

Please return to: US Army Administration Center
ATTN: PACDA-HRD
Fort Benjamin Harrison, Indiana 46216

* An Executive Summary of the study, Leadership for the 1970's, is available, on request, from the address above.

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HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
HE IS EASY TO UNDERSTAND.
HE TRAINED AND DEVELOPED HIS SUBORDINATES.
HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
HE IS WILLING TO MAKE CHANGES IN WAYS OF DOING THINGS.
HE TAKES APPROPRIATE ACTION ON HIS OWN.
HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
HE OFFERS NEW APPROACHES TO PROBLEMS.
HE COUNSELS HIS SUBORDINATES.
HE SETS HIGH STANDARDS OF PERFORMANCE.
HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
HE APPROACHES EACH TASK IN A POSITIVE MANNER.
HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
HE IS WILLING TO SUPPORT HIS SUBORDINATES.
HE KNOWS HIS MEN AND THEIR CAPABILITIES.
HE IS APPROACHABLE.
HE GIVES DETAILED INSTRUCTIONS ON HOW THE JOB SHOULD BE DONE.
HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
HE LETS SUBORDINATES SHARE IN DECISION MAKING.
HE CRITICIZES A SPECIFIC ACT RATHER THAN AN INDIVIDUAL.
HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
HE RESISTS CHANGES IN WAYS OF DOING THINGS.
HE REWARDS INDIVIDUALS FOR A JOB WELL DONE.
HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
HE MAKES IT DIFFICULT FOR HIS SUBORDINATES TO USE INITIATIVE.
HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
HE IS SELFISH.
HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
HE TREATS PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
HE DISTORTS REPORTS TO MAKE HIS UNIT LOOK BETTER.
HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
HE EXPLAINS THE REASON FOR HIS ACTIONS TO HIS SUBORDINATES.
HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
HE DRAWS A DEFINITE LINE BETWEEN HIMSELF AND HIS SUBORDINATES.
HE IS OVERLY AMBITIOUS AT THE EXPENSE OF HIS SUBORDINATES AND HIS UNIT.
HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
HE FAILS TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
HE DEMANDS RESULTS ON TIME WITHOUT CONSIDERING THE CAPABILITIES AND WELFARE OF HIS UNIT.
HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.